

REVIEW TEAM REPORT

Bowdoin College

Teacher Education Program

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I. Introduction:

This report of findings is based upon a review of the self-study developed by the Education Studies Program faculty from Bowdoin College and from data collected and reviewed during the on-site visit that occurred February 27- March 2, 2011. During the review, interviews were conducted with current Bowdoin Teacher Scholars (BTS) candidates, Program faculty, collaborating Arts and Sciences faculty, staff, College administrators, cooperating teachers, cooperating principals and administrators as well as recent teacher certification program alumni. In addition, most campus facilities were visited; documentation and student artifacts in the Exhibit Room were reviewed.

Founded in 1794, Bowdoin College is a small, private, highly selective college whose primary goal is to provide its graduates with a well-rounded education in the liberal arts and sciences along with a special focus placed upon the —common good. Throughout its history, Bowdoin has maintained an institutional commitment to the preparation of educators. As stated in the self-study, and verified by the Team during its on-site visit, Bowdoin has carried forward and taken to heart the comments of the College's first president. President Joseph McKeen's inaugural comments in 1802 were as follows:

"It ought always to be remembered that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education. It is not that they may be able to pass through life in an easy or reputable manner, but that their mental powers may be cultivated and improved for the benefit of society. If it be true no man should live for himself alone, we may safely assert that every man who has been aided by a public institution to acquire an education and to qualify himself for usefulness is under peculiar obligations to exert his talents for the common good."

As evidence of this commitment over time, just over a century later, in 1906, President William DeWitt Hyde, wrote "The Offer of the College" as an introductory to newly enrolled students:

"To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends...who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends - this is the offer of the college for the best four years of your life".

While this offer spelled out a vision of the goals of a liberal education appropriate to the early 20th century, in the words of Bowdoin's current President, Dr. Barry Mills ('72): "Many elements of it (the Offer of the College) still have currency one hundred years later. At the beginning of the 21st century, a vastly changed College in a dramatically altered world provides a related but expanded offer - of intellectual challenge and personal growth

in the context of an active and engaged learning community closely linked to the social and natural worlds. "A liberal education cultivates the mind and the imagination; encourages seeking after truth, meaning, and beauty; awakens an appreciation of past traditions and present challenges; fosters joy in learning and sharing that learning with others; supports taking the intellectual risks required to explore the unknown, test new ideas and enter into constructive debate; and builds the foundation for making principled judgments. It hones the capacity for critical and open intellectual inquiry - the interest in asking questions, challenging assumptions, seeking answers, and reaching conclusions supported by logic and evidence. A liberal education rests fundamentally on the free exchange of ideas - on conversation and questioning - that thrives in classrooms, lecture halls, laboratories, studios, dining halls, playing fields, and dormitory rooms. Ultimately, a liberal education promotes independent thinking, individual action, and social responsibility".

Although Bowdoin College has never offered an Education major, it has long offered coursework and field experiences enabling students to become certified in secondary education in the following content areas: English, Foreign Language, Mathematics, Science, and Social Studies. In 2007, Bowdoin transformed the teacher certification program into what is now the Bowdoin Teacher Scholars (BTS) option. Bowdoin's Education Department now offers a program that allows students to earn their teacher certification as early as their junior year—or up to two years following their graduation, at no additional cost. The new BTS program provides spring student-teaching placements in area public schools for Bowdoin juniors, seniors and alumni who have successfully completed the required coursework for a teaching minor. It also includes additional courses needed for certification, which are offered tuition-free, and provides grants to offset costs associated with the program.

The State Team's visit focused on the new BTS program which provides spring student-teaching placements in area public schools for Bowdoin juniors, seniors and alumni who have successfully completed the required coursework for a teaching minor. For alumni the BTS also includes additional courses needed for certification, which are offered tuition-free, and provides grants to offset costs associated with the program. Presently 17 students are enrolled in the BTS program and 29 students are expected to participate in the post-graduate BTS initiative due to commence in the spring semester of 2012. Although the number of students completing the minor appears to be small, Education program faculty often have to turn students away from courses because they have reached the maximum enrollment size of twenty students.

The Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

Findings:

The Bowdoin Teacher Scholars Program components reflect the Education Department's commitment to preparing *teacher scholars* who are:

1. Experts in their disciplinary majors and fields of specialization.
2. Experienced in curriculum development.
3. Well-versed in pedagogical approaches.
4. Reflective practitioners.
5. Aware of and attentive to the diversity of learners in their classrooms.

As stated in the College's self study report, "at each level of the curriculum - from introductory courses to seminars in curriculum and teaching - students are exposed to the three tenets that guide Bowdoin's Education Department:

1. ***Be aware of the big picture.*** The study of education sheds light on one of the United States' fundamental public institutions and on the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching depends upon a solid background in the social foundations of education.
2. ***Embrace theory and practice.*** Effective teaching builds on a strong foundation of content knowledge *and* thoughtful application of curricular and pedagogical theory to practice. Teachers gain expertise by reading, writing, thinking, speaking, listening and doing.

3. ***Model and live in the spirit of inquiry.*** Excellent teachers position themselves as learners of their students and their communities and adjust their pedagogy and curriculum to meet the needs of individuals. Teachers cannot assume that others will learn as they did and do, and cannot teach simply as they were taught. Teaching is an intellectually challenging practice that requires ongoing learning, self-assessment, collaboration, and research."

Faculty, students, alumni and area cooperating school partners clearly articulated that the common good is the central ideology of the College and the Education Program. The curriculum and the Department's conceptual framework reflects both the intentionality of the faculty's course and program design and their distinction in modeling and fostering candidates' awareness of the big picture and the spirit of inquiry as they embrace theory and practice. Candidates exhibit an extraordinary willingness to experiment, fail, and learn from experience, analysis, reflection and the feedback of peers, colleagues and mentors.

Summary of Findings for Each Standard

Standard One: Initial Teacher Candidate Performance

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Findings:

Bowdoin initial teacher certification candidates have the knowledge, skills, and abilities to help all students learn. Unit assessments provide acceptable evidence that candidates meet professional, state, and institutional standards.

Bowdoin students seeking Maine teaching certification declare a major area of study (e.g., Biology, English, History, Math, Physics, or Spanish) and minor in Teaching. The undergraduate distribution requirements (i.e., first-year seminar, mathematical reasoning, scientific inquiry, social and international diversity, and the arts) and departmental course requirements provide Bowdoin students with a liberal education as well as solid content knowledge and skills in their major areas of study. Content faculty described Education students as "our best students", with grade point averages that exceed the overall Bowdoin average (3.26 to 3.5 in the past five years).

Since 2008, this program, now called the Bowdoin Teacher Scholars (BTS) program, allows students greater flexibility in fulfilling the certification requirements; for example, it prevents a conflict for those wishing to complete senior honors projects. BTS must have a 3.0 cumulative GPA and a 3.0 in *Education 303, Teaching and Curriculum* prior to student-teaching.

The program consists of a carefully scaffolded curriculum that includes introductory to advanced courses. These courses also introduce and develop the three tenets of their conceptual framework:

1. Be aware of the big picture;
2. Embrace theory and practice; and
3. Model and live in the spirit of inquiry.

In addition, each course includes a field component that gradually prepares candidates for effective professional work in public school classrooms, emphasizing scholarship in their content areas as well as in education studies.

Education 101: Contemporary American Education provides the historical, economic, political, and social context of schools, helping candidates understand the ways in which families, communities, and institutions shape how people learn and teach. This course includes a half-day during which candidates shadow an elementary school student to practice taking the perspective of a student whose experience may differ markedly from the candidate's own

school experiences. Because this course is open to all students and not only those in the certification program, candidates have the opportunity to learn with and from peers who reflect the great diversity of schools and cultures in the U.S.

Education 203, Educating All Students builds on the "big picture" portrayed by *Education 101, Contemporary American Education* focusing on the diversity of learners in terms of ability, disability, inclusion, exclusion, and special education, and considering the ways in which social identities like race, gender, religion, language, and class, intersect with abilities, disabilities, and school success. The syllabus for this course explicitly lists the Maine Initial Teacher Certification Standards addressed (MITS 3-7 and 9). This course includes twenty-four hours of field experience in which students observe, analyze, and reflect on "critical incidents" encountered in the classroom. Sample reflections demonstrate candidates' ability to reflect on classroom environment, student differences, and motivation to learn. This course includes a lesson outline that challenges students to embrace theory and practice.

Candidates in their junior or senior years co-enroll in *Education 301, Teaching* and *Education 303, Teaching and Curriculum*, during which they observe in a classroom for thirty-six hours over the course of the semester and develop lesson and unit plans in their subjects. *Education 301, Teaching* addresses MITS 1-3, 5-6, and 10. *Education 303, Teaching and Curriculum* addresses MITS 1-5 and 8. These courses include a field trip during which candidates experience island life and schooling, complementing earlier study of rural and urban educational contexts introduced in *Education 101, Contemporary American Education*. During these courses, candidates plan and teach at least three lessons in their field placements and plan two technology-based lessons. Workshops led by the Information Technology department instruct and support candidates in this latter assignment. Sample portfolios included technology-based lessons using graphing calculators, web-based resources like Google Earth, and PowerPoint presentations.

Finally, all candidates student-teach (*Education 302: Student Teaching Practicum*) while co-enrolled in *Education 304 (Senior Seminar: Analysis of Teaching and Learning)* and *Education 305: Adolescents in Schools*. Student-teaching takes place over the course of fourteen weeks in total, during which candidates are responsible for teaching two classes in the first half, adding a third class in the second half of the semester.

In all but *Education 101, Contemporary American Education* cooperating teachers provide mid- and end-of-semester evaluations of candidates that are counted toward course grades. In *Education 203, Educating All Students* cooperating teachers provide feedback mid-semester on the students' reliability, punctuality, preparation, and classroom; at the end of the semester they provide feedback again on reliability and professionalism, as well as their assessment of the candidate's potential as a classroom teacher. During student-teaching, these evaluations directly reference the ten MITS; candidates, cooperating teachers, and supervising faculty complete these evaluations and identify four to six goals on which to focus for the remainder of the semester, helping candidates build on strengths and remedy weaknesses. Current candidates and program alumni commended supervising faculty and cooperating teachers for "not pulling their punches".

when providing feedback, challenging them to meet high standards of professional practice. In the rare event (once in five years) that a candidate is not showing adequate progress and needs

stronger mid-semester intervention, a formal written "intervention letter" clearly communicates expectations for successful completion of student-teaching to meet all standards at competent or distinguished levels. In a final Portfolio Defense of Teaching Principles and Practices, candidates present a theme and narrate their growth before an audience of education faculty, content faculty, peers, family, and friends. These themes may include the role of questions in teaching, covering v, uncovering the curriculum, or the value of assessments. This process is infused with the unit's conceptual framework developing candidates' awareness of the big picture, ability to embrace theory and practice and model the spirit of inquiry.

Each of these courses include key assessments that candidates include in their student-teaching portfolios to demonstrate their meeting of program, state, and professional standards as well as explicit discussion of how artifacts provide evidence for each standard. These portfolios also include a philosophy statement, reflections on practice, lesson and unit plans, student feedback, and samples of student work. Sample portfolios of candidates for certification in secondary English, Social Studies, and Math education provided ample evidence of the ten teaching standards as well as candidates' awareness of the big picture, ability to apply theory to practice, and modeling the spirit of inquiry.

Interviews with current candidates, program alumni, content and education faculty, provided corroborating evidence that the Bowdoin Teacher Scholars program prepares teachers with knowledge in and passion for their subject and teaching. They demonstrate and expressed a comfort and appreciation for inquiry into their subjects as well as investigating learning and teaching. Candidates and program alumni also expressed and demonstrated a deep respect and appreciation for the diversity of ways that people learn. Finally, candidates, alumni, and faculty expressed the abiding belief that education is an essential vehicle for serving the common good, a key mission of Bowdoin College.

Candidates, faculty, and cooperating teachers also expressed the challenge of preparing candidates to teach diverse learners effectively. Because candidates enroll in *Education 305, Adolescents in Schools* concurrently with *Education 302, Student Teaching Practicum*, the only preparation they have for teaching diverse learners is in *Education 203, Educating All Students*, which provides fewer opportunities for applying theory to practice than *Education 303, Teaching and Curriculum*, which directly precedes *Student Teaching*. Furthermore, field placements take many interests into consideration, resulting in the inconsistency with which all candidates can avail themselves of the opportunity to work with culturally diverse learners. Program faculty might consider additional opportunities prior to and during student teaching that will afford all candidates the opportunity to embrace theory and practice about learning differences, particularly for apprehensive, struggling, or resistant learners and those coming from a variety of cultural and socioeconomic backgrounds. Expertise in special education and the development of understanding in content areas would benefit the knowledge base and skill development of Bowdoin Teacher Scholars. Bowdoin has had a 100% pass rate on the Praxis I and II exams between 2005 and 2009.

Commendation:

Bowdoin candidates and alumni demonstrate exceptional intentionality in their reflections about teaching. The conceptual framework provides a model of intentionality in curriculum design as faculty foster candidates' awareness of the big picture and the spirit of inquiry as they embrace

theory and practice. Candidates exhibit an extraordinary willingness to experiment, fail, and learn from experience, analysis, reflection, and the feedback of peers, colleagues, and mentors.

Review Team Decision:

The Standard is Met.

Standard Two: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.

Findings:

The Education Department has systematically reviewed and developed a comprehensive assessment system that allows the collection and interpretation of evidence for qualifications of applicants and the performance of their candidates and graduates. The process also includes assessment of cooperating teachers and field placement environments.

Discussion with Admissions staff indicates that Bowdoin students are, in general, exceptionally well prepared academically. Admission to the Education Department programs therefore is from a select pool of superb students. Faculty interviews and students and teachers provide added evidence to inform admission to the teacher certification program. After all applicants are interviewed, department members decide whom to admit, based on the students' application documents, interview, and cooperating teacher evaluations in field work placements for *Education 203: Educating All Students*, *Education 301: Teaching and Education 303: Teaching and Curriculum*.

Local district cooperating teachers have an important role during 300 level courses. Examination of materials given to cooperating teachers, as well as mid-term and final feedback forms verify sustained assessment and communication of pre-student teaching learning experiences. Candidates' feedback on their experience with the cooperating teacher is also collected.

Assessments with the same level of detail continue through student teaching. Examination of the Student Teacher Evaluation (T2) form indicates a carefully constructed and mutually informative assessment instrument that supports both formative assessment and documentation of candidates meeting MITS,

Examination of student portfolios indicate a symbiotic relationship between the ways in which the faculty assess candidates throughout the program and the manner in which candidates then transfer a whole set of assessment practices to their student teaching setting. Conversations with students demonstrate that reflective teaching is a central tenet to the teacher preparation program. A whole range of documents within the portfolios exhibit reflection: lesson plans, journals, essays, exams designed for grade 7-12 students, and grade 7-12 course evaluation forms. These practices underscore that Bowdoin candidates recognize assessment as essential for student growth as well as their own professional development.

An examination of an alumni survey for graduates from 2006 through 2010 indicates strong support for the professional development they received through the program. The overwhelming number of the responses reported that their academic and student teaching experience provided with requisite skills for professional service. Whereas the survey responses included several suggestions for improvements, the overall pattern of responses was highly supportive of both the program and the faculty.

Responses from administrators who supervise employed Bowdoin graduates indicate they are exceptionally well qualified in both content and pedagogy. Each of the administrator survey responses is most enthusiastic regarding the preparation of these beginning teachers.

Examination of Departmental meeting agenda, meeting minutes and conversations with faculty indicate frequent conversations regarding concerns relative to the specific courses as well as all aspects of the teacher certification program. Given the small number of students in the Program, issues being discussed are often considered informally, without documentation of the process and decisions. Despite this informal practice, the Team encourages the department to keep written documentation of assessment data, interpretations of the assessment data and proposed plans of action. This will contribute to maintaining a documented equity within the program and institutional continuity, Bowdoin has embarked on a series of comprehensive assessment projects that should prove informative as effective institutional models.

The longitudinal methodology being used in this project may prove informative for not only Bowdoin student success but for many other higher education institutions. Key faculty from the Education Department have been instrumental in these projects. Overall, Bowdoin faculty and staff are also deeply invested in assessing critical thinking and their current distribution requirements. The Education Department's contribution to a positive climate of assessment is significant.

Review Team Decision:

This Standard is Met.

Standard Three: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.

Findings:

Clearly, the BTS Program is committed to producing teachers who are passionate about teaching all students and who share a commitment to the common good. Alumni spoke of their continued involvement in community service after their Bowdoin College experience and of their active leadership roles within their schools. Although service to the community is not a requirement, it is part of the culture of Bowdoin College in general and of the Education Department in particular.

Field experiences and clinical practice, including student teaching, are an integral part of the BTS Program. As one alumna put it, Bowdoin Teacher Scholars are part of a "well-scaffolded" program beginning with a broad background in the liberal arts, a deep concentration in the subjects to be taught, strong understanding of educational theory, methods and practice, and a commitment to the common good. The field experiences increase gradually with each education course. The current group of students all agreed that their biggest accomplishment within the program was that they "learned how to learn" rather than just being told right from the beginning what strategies to use or techniques to employ with their students. It was a thoughtful discovery of effective principles, methods and strategies.

Coordination of placements is handled by a Program Placement and Outreach Coordinator, who describes the placement process as being relationship-based and a joint effort between her and the designated school contact person. The first step in the process involves a call to the principal of a receiving school to inform him/her of the program (if the school has not been involved with the BTS Program before), to share expectations of a student teaching candidate and a cooperating teacher, and to inform him/her of its need to connect Bowdoin Teacher Scholars to appropriate cooperating teachers in an effort to expose them to real classroom experiences through a well-designed task that is connected to a Bowdoin class assignment. Either the principal will enter into discussions with the faculty about potential placement opportunities or assign a Department Head to seek appropriate placements. Once a cooperating teacher has volunteered and been assigned to the student being placed, the Program Placement and Outreach Coordinator and the cooperating teacher have several conversations to ensure a good match and discuss cooperating teacher responsibilities and student responsibilities. The Program Placement and Outreach Coordinator noted that she has developed strong professional relationships with teachers who have effectively hosted students over the years and feels comfortable recommending them to the principals or Department Heads as possible mentors.

Both principals and the Program Placement and Outreach Coordinator expect that cooperating teachers will be seasoned veteran teachers who have shown enthusiasm for teaching in their content area and for working with student teachers, and who see this opportunity as a learning experience and professional development opportunity. The Program Placement and Outreach Coordinator notes that she is also seeking teachers who will let students take risks and learn from their mistakes, and will also support them in that process. As a current BTS candidate noted, students are encouraged to take risks in their teaching, to reflect on the outcomes, and determine the next steps to becoming a more successful teacher.

Interviews with cooperating teachers credited the Education Program with coordinating the placements well in advance of when the students would begin. This allowed cooperating teachers ample opportunity to meet the student, plan together what the student would be doing in the classroom, identify college expectations and cooperating teacher expectations, and address any concerns about the placement early on. BTS alumni appreciated the fact that any changes or adjustments in placements were handled professionally and discretely, always with the students' best interests in mind.

Over the past few years, Bowdoin has expanded its field study geographical range for several reasons. First, when BTS numbers have risen, schools have become saturated prompting the need to seek placements at further distances. Second, in an effort to provide opportunities for students to engage in more diverse settings, placements have been made in the Portland School District. Third, in an effort to accommodate students' financial situations, placements closer to their homes have been explored if it is within reasonable traveling distance for the supervisors. The Program Placement and Outreach Coordinator indicated that students have the opportunity to suggest where and with whom they would like to be placed and that their suggestions will be considered by her and the supervising faculty who will make the final decision.

Interviewed cooperating teachers and school administrators spoke very highly of the structure of the field experiences and student teaching. They are especially pleased with the "tightening up" of the program over the past ten years. Expectations have become clearer; students are more prepared not only for the academic aspects of teaching, but for the social/emotional aspect of teaching as well; there is much more communication between Bowdoin faculty, Placement Coordinator, cooperating teachers and school administrators; and regular follow-up through e-mails and personal contact. School personnel are seen as respected contributors to the Bowdoin Teacher Scholars Program. They feel that their program feedback is well received and acted upon by faculty.

BTS alums, current students, and cooperating teachers describe a curriculum that allows students to satisfy their curiosity about the field of education in early coursework, delve into the social context of education, experience the real world of schools through increased K-12 classroom involvement and reflection, and feel comfortable taking risks and learning from those experiences with the support of Bowdoin faculty and cooperating teachers.

Field experiences and student teaching expectations are clearly defined in the BTS Practicum Handbook, online at the Education website, and through introductory e-mails sent by the Program Placement and Outreach Coordinator. These same resources identify the expectations of the cooperating teacher and the college supervisor. The MITS are produced in the *Practicum Handbook* and the Student Teacher Evaluation Form.

School administrators and cooperating teachers credited the Education Faculty with preparing student teachers who are passionate about teaching, thoughtful in their reflection of their teaching and learning, and academically sound in their content knowledge. Their continued service to community and school was seen as an example of the internalization of Bowdoin's commitment to the common good.

Other comments received during these interviews addressed the number of classes student teachers are expected to teach during their internship. The current practice to require two courses initially with the addition of one near the midpoint of their student teaching should be discussed. Separate groups of cooperating teachers expressed differing opinions regarding whether a student teacher's load of three classes was sufficient to prepare them for the realistic workload of a full-time teacher. One group expressed concern that students did not have a completely realistic view of a teacher's day because they do not take on a full load. Another group felt that planning and implementing lessons/units for three classes was sufficient practice given the necessary preparation, civic involvement, and expected participation in faculty meetings, I.E.P. meetings, parent conferences, and other school related events. All findings indicate that the BTS Program produces knowledgeable, skilled, reflective educators who are passionate about teaching and committed to serving the common good.

Bowdoin Teacher Scholars are expected to demonstrate a thorough understanding of MITS as demonstrated through the assessments of their course assignments, field experiences and student teaching. Their understanding is further validated in their collection of evidence within their final portfolio and through the interviews conducted by the review team. It is evident that Teacher Scholars, cooperating teachers and Bowdoin faculty all participate in the assessment of the skills, knowledge and dispositions/attitudes acquired by the student teacher over the course of their education careers.

A wide array of opportunities is presented to Bowdoin Teacher Scholars to allow them to experience diverse populations and have the opportunity to reflect upon teaching and learning for these populations. Opportunities included: the Island School Project; the early field experience shadowing an "at-risk" student case study; the "Day in School"; Codman Academy Summer Program; "Spend a Day in Boston Schools"; expansion to the Portland School District; and other opportunities that may be arranged by the Education Faculty or the McKeen Center for the Common Good. While these opportunities are made available to all Bowdoin Teacher Scholars, not all students are required to take advantage of them. These opportunities do allow students to gradually become aware of student differences and the need to address individual student needs within the classroom and for each lesson.

A combination of projects, journals, class presentations, essays, mentor feedback on student interactions, and portfolios reflect on and help evaluate BTS progress and achievement during all of the experiences noted above. Interviews with Bowdoin Teacher Scholars show that they feel well prepared and confident in their ability to handle all aspects of the school environment including students with diverse needs.

Commendation:

The Bowdoin Teacher Scholar Program provides a wide array of opportunities that allow students to have exposure to diverse populations of K-12 students.

Review Team Decision:

This Standard Is Met.

Standard Four: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Findings:

The Bowdoin Education Department provides its students with opportunities to interact with diverse ethnic, racial, socio-economic, and gender groups. The college has done an exceptional job attracting a diverse faculty and student body. Among faculty members, 27 percent are domestic people of color and 5 percent international citizens. Current Bowdoin student population is roughly 67 percent white, 3 percent international and 30 percent domestic students of color. Although, the Education Department's student population is not quite as racially diverse as the at large student population at Bowdoin, the number of students of color who are becoming certified through the program is on the rise. Approximately 17 percent of their student teachers in the last five years identify themselves as students of color. In the most recent round of applicants for Bowdoin Teacher Scholars, 29 percent of the students who were fully or conditionally accepted into the program are students of color. These statistics reflect a greater level of ethnic and racial diversity than within the geographic region and nearly matches the College's current student population.

The Education Department also has a pre-doctoral fellow from the Consortium for Faculty Diversity to teach and do research. She is in her second year as a Consortium for Faculty Diversity Fellow and Lecturer in Education. She has taught *Education 101, Contemporary American Education* and an elective *Education 230, Latinos and Latinos in the US: Critical Perspectives on Identity, Migration and Education*. She has also organized a brown-bag lunch lecture series that covered topics such as migrant education, social justice and multicultural education and strategic partnerships in predominantly Black and Latino school districts and is faculty advisor to the Latin American Student Association. Interviews with students and the Associate Dean of Multicultural Programs indicate the benefits of interacting with, learning from, and being supported by this pre-doctoral fellow.

The BTS program expresses a commitment to preparing teacher scholars who are aware of and attentive to the diversity of learners in their classrooms. The curriculum provides opportunities for students to learn to develop and teach lessons that highlight the significance of diversity and to develop a classroom climate that values diversity. Each of the education courses address diversity, requiring that students either analyze or apply their knowledge to diversity issues. These courses include *Education 101, Contemporary American Education; Education 203, Educating All Students; Education 301, Teaching; Education 302, Student Teaching Practicum; Education 303, Teaching and Curriculum; Education 304, Seminar: Analysis of Teaching and Learning* and *Education 305, Adolescents in School*.

As a part of their pre-service coursework, students are required to complete a number of assignments related to diversity. Student work and interviews with students demonstrate that the students understand range of diversity in classrooms, including the diverse ways in which students learn and develop. They also recognize the ways in which teachers create learning opportunities that support students' intellectual, physical, personal and social development.

Students have opportunities to observe and interact in diverse classroom settings. All students interact with students of varying abilities, intelligences, learning styles, and economic backgrounds. In recent years, the Bowdoin education program has also expanded the diversity of school districts in which students may be placed for field experiences or student teaching. They now place students in twelve school districts across southern, central and mid-coast Maine that are urban, suburban and rural and of varying socio-economic statuses. The array of districts also provides students to interact with students from diverse racial and ethnic backgrounds. Most notably, students now also have the opportunity to be placed in Portland Public Schools where they may work with students of color and English Language Learners. Program alumni commended the program's recent efforts to increase the diversity of experiences for students.

The students' experiences in diverse school and classroom settings develop students' understandings of equity in schools. Through assignments completed as a part of field experiences and student teaching, students demonstrate their knowledge of the diverse ways in which students develop and learn during their pre-service and student teaching experiences. Course assignments, such as the four week unit plan, require the students to differentiate instruction.

The education program has also expanded its outreach and developed opportunities for students to observe diverse school settings beyond those where they do their field experience and student teaching placements. These outreach efforts include the Island School project; observations days in the Boston area at Excel Academy Charter School, Charlestown High School, MATCH Middle School, and Josiah Quincy Elementary School; and alternative spring break opportunities to visit schools in Camden, New Jersey, the Bronx, and South Carolina.

The ways in which the Education Department has expanded opportunities for students to observe and work in diverse K-12 settings in order to prepare them with the pedagogical knowledge to help all students learn is commendable. However, students, faculty and cooperating teachers noted the challenge of preparing candidates to teach diverse learners effectively. The coursework provides students with breadth of knowledge and understanding of diverse learners and the field experience placements which are determined by a number of factors provide students with inconsistent opportunities to work with culturally diverse learners. Program faculty members are encouraged to plan and provide for a way by which all candidates are provided with opportunities to work with culturally diverse learners. Candidates would benefit from more explicit focus and instruction provided by a special education professional.

Commendation:

Bowdoin has done an exceptional job attracting a diverse faculty and student body and these efforts are reflected in the Education Department. The Education Department reflects a greater level of ethnic and racial diversity than within the geographic region and nearly matches the College's current student population.

Review Team Decision:

This Standard is Met.

Standard Five: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Findings:

The Education Department reflects a greater level of ethnic and racial diversity than within the geographic region and nearly matches the College's current student population. The Education Department is staffed by three tenure-track faculty, a visiting faculty member, a Consortium for Faculty Diversity fellow, and a Placement Program and Outreach Coordinator. The Education Department faculty are exceptionally well qualified for their academic and professional roles. The three tenure-track faculty members and the visiting faculty member hold doctorates in their specialty areas.

As demonstrated by their CV's, the faculty members are active scholars with well defined areas of continuing research. Their publications include books, book chapters, and peer reviewed journal articles. They have also presented a number invited papers and presentations as well as peer reviewed conference papers and presentations.

The faculty has a record of effective, engaging teaching. The two tenured faculty members have been recipients of the College's only teaching award, the Karofsky Prize for Teaching. Faculty members employ a variety of instructional strategies, and they encourage students to connect theory and practice through analysis and critical reflection. Conversations with current undergraduate students, BTS students, and alumni consistently validated the faculty's powerful modeling and innovative teaching. Students and alumni also report that faculty members are extremely accessible and supportive before and after graduations.

The faculty are involved in service to their professional fields, the College and the community. They collaborate with colleagues in other disciplines, peer institutions and P-12 schools. The faculty are currently working with colleagues in Mathematics and Chemistry to develop pathways for math and chemistry majors who are interested in becoming secondary school teachers. They have reached out the K-12 educational community through activities such as hosting a teacher professional development day for Brunswick High School teachers, hosting Spanish students from Old Orchard Beach High School on campus, and collaborating with P-12 schools on the Island School Project. Based upon feedback from students, alumni, and cooperating teachers, an area where the faculty might consider greater collaboration with K-12 schools is drawing upon K-12 faculty to share their expertise, especially with regard to special education and pedagogical content knowledge.

The faculty members are also members of the Consortium for Excellence in Teacher Education (CETE), which regularly reviews their peers in member programs. This network supports cross institution collaboration. Education Department faculty see themselves as equally respected and accepted as Bowdoin faculty members. Conversations with senior faculty from academic departments and the Dean for Academic Affairs not only verify this affirmation of equity, but emphasize the Education Department faculty are perceived as campus wide educational leaders. Faculty from several academic departments commonly suggest that first year students enroll in ED 101 because the content and pedagogy helps students become more reflective and effective learners.

Conversations with unit faculty as well as the Dean for Academic Affairs provide evidence of significant processes to mentor new faculty while holding high expectations for both teaching and research. Several unique roles, procedures and resources support this, including an Associate Dean for Faculty Development, first year review, third year review followed by a half-year sabbatical (often extended to a full year). Faculty must demonstrate evidence of good teaching, scholarly engagement, and contributions to the community. Responsibility for faculty evaluation rests with the President but is usually delegated to the Dean of Academic Affairs.

Commendation:

Bowdoin College faculty members are extremely well supported in their scholarship and teaching through dedicated support of faculty sabbaticals as well as funds to support travel to conferences and auricular improvements.

Review Team Decision:

The Standard is Met.

Standard Six:

Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Findings:

Responsibility for faculty evaluation rests with the President but is usually delegated to the Dean of Academic Affairs.

Conversations with unit faculty as well as the Dean for Academic Affairs provide evidence of significant processes to mentor new faculty while holding high expectations for both teaching and research. Several unusual roles, procedures and resources support this, including an Associate Dean for Faculty Development, first year review, third year review followed by a half-year sabbatical (often extended to a 11 month year). Successful tenure candidates receive sabbaticals after five years.

Financial resources are plentiful for both professional development and curricular improvements. These include \$2000 per faculty member annually, opportunities to apply for \$4000 research grants, and curricular improvement projects. A very active college Grants office assists pre-tenure and permanent faculty. Additional funds may be secured for projects such as small symposia, community-based projects associated with the college museum, departmental or college lecture series.

The library also provides up to \$2500 for startup acquisitions for each new faculty member. Conversations with library professionals indicate that the education department collaborates very well with the library staff by reviewing current and prospective acquisitions and planning course websites that are tailored to appropriate library-based resources. The library staff is attentive to the individual faculty needs, both responding to their requests and providing suggestions for appropriate course relevant or research resources. Education department faculty has also been instrumental in providing instructional advice and mentoring for library staff.

Conversation with the Director of Academic Budget and Operations and unit faculty concur that the budget is sufficient to meet their needs. Furthermore, the budget review and planning process provides ample opportunity for meeting new operational needs. For example, the college supported the purchase and installation of a Smart Board system in the Departmental conference room. The college also revised the unit's budget upward to support the significant increase of student teachers in the spring 2011.

Review Team Decision:

This Standard is Met.

IV. Recommendation to the State Board of Education

The Program Review Team recommends that the Maine State Board of Education grant to the Bowdoin College Teacher Certification Program, now referred to as the Bowdoin Teacher Scholar Program, be granted full, five-year State program approval.. The period of approval would be from Winter 2011 to Winter 2016.

V. List of individuals Interviewed

Education Department Faculty and Staff

Katie Byrnes, Visiting Assistant Professor of Education
Sarah Chingos, Program Placement and Outreach Coordinator
Charles Dorn, Associate Professor of Education and Chair
Doris Santoro, Assistant Professor of Education
Nancy Jennings, Associate Professor of Education
Mariana Cruz, Consortium for Faculty Diversity Pre-Dissertation Fellow & Lecturer

Bowdoin Faculty Outside the Education Department

Craig McEwen (Prof, of Political Economy and Sociology)
Janice Jaffe (Associate Director)
Allen Springer (Chair, Government Department)
Sarah McMahon (Assoc. Prof, of History);
Enrique Yepes (Assoc. Prof, of Romance Languages);
Thorn Pietraho (Assoc. Prof, of Mathematics), Council Room, Cram Alumni House
Karen Topp, Lecturer in Physics

Bowdoin College Administrators and Staff

Becky Brodigan, Vice President of Institutional Planning and Assessment
Anne Springer, Associate Dean of Admission
Gristle Collins Judd, Dean for Academic Affairs
Ann Ostwald, Director of Academic Budget and Operations
Ginny Hopcroft, Government Documents Librarian
Sherrie Bergman, Librarian
Leana Amaez, Associate Dean of Multicultural Student Programs

Rebecca Sandlin (Deputy CIO)
Andrew Currier (Educational Technology Consultant)

Program Alumni

Courtney Reichert,
Bree Candland,
Peter Hill
Amir Abdullah
Rebecca Schourieller
Peter Mills

Bowdoin Teaching Scholars Spring 2011 Cohort

Luke Potter
Max Conover
Abbey Littman
Carter Butland
Emily Walker
Elyse Terry
Nora Lewin Krumlwich,
Sopie Springer
Whitney Grass
Lindsey Thomspson
Anne Rothacker
Tana Scott

Bowdoin Students

J. Thomas
C Brian Kim
Georgia Nowers
Jamilah Gregory
Will Cogswell

Cooperating Teachers

Sarah Way
Susan Bartlett
Katie Dexter
Margaret Irwin
Dan McKeone
Jim O'Donnell
Hank Ogilby
Lynn Youdsnukis
Bill Hale
Cheryl Crockett

Administrators of Schools with BTS Candidates

Paul Perzanoski
Donna Borowick
Josh Ottow
Rick Wilson
Todd West